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AUTHOR Orlik, Peter B.
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ABSTRACT

Noting that a well constructed portfolio can serve as an integrated and documented album of knowledge and skills, this paper presents an organizational packet and instructions for communications students to use in developing a portfolio for their professional development. The paper begins with a form to list key information about the portfolio author and a sample table of contents page for the portfolio. It also provides forms to detail what the student learned from work experiences, from professional training experiences, and from hobbies and other life experiences. The paper concludes with a discussion of additional considerations and instructions for completing a portfolio. (RS)

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ED 367 033

THE COMMUNICATIONS STUDENT'S PORTFOLIO

ORGANIZATIONAL PACKET AND INSTRUCTIONS

Prepared By:

Peter B. Orlik
Professor, Broadcast & Cinematic Arts
Central Michigan University

U.S. DEPARTMENT OF EDUCATION
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KEY INFORMATION ABOUT THE PORTFOLIO AUTHOR

Name:

Present Address:

Permanent Address:

Preferred Phone Number:

Alternate Phone Number:

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Degree Being Completed:

Major:

Area(s) of Concentration:

Minor(s):

Previous Post-Secondary Schools Attended:

Previous Post-Secondary Degrees and Diplomas Received:

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AUTHOR CERTIFICATION

I affirm that the information submitted in this portfolio is true and accurately presented.

....
(author signature) (date)

PORTFOLIO TABLE OF CONTENTS

Instructions: This page should catalogue all of the exhibits (sections) included in your portfolio. Each exhibit is identified by a hyphenated part and order number. Thus, the first (most recent) work experience/exhibit is labelled I-1, the first training experience/exhibit is labelled II-1, and the first hobbies and other life experience/exhibit is labelled III-1. Use as many pages as necessary to complete this table of contents.

Number	Title of Experience	Documentation List
I-1		

PART ONE --- LEARNING FROM WORK EXPERIENCES
(including practica and internships)

Instructions: Use the front and back of this page to describe what you learned in each single position. All related documentation should be placed in your portfolio immediately behind this page. Begin with your most recent (current) work experience and proceed backward in reverse chronological order --- most recent to least recent. Use as many sheets as you need. Include pre-college work only if you believe the experience resulted in the acquisition of college-level competencies.

Dates of Employment (month, year)

From: To:

Full-time or part-time?

Average number of hours per week:

Exact Title of Position:

Name and Address of Employing Organization:

Name and Title of Immediate Supervisor:

Supervisor's Address & Phone Number:

What were the primary RESPONSIBILITIES assigned to you in this position? (Describe in your own words.)

What have you LEARNED as a result of your performance in this position? (Do not forget to include technical skill development as well as knowledge acquisition.)

Did you accomplish any special tasks that attracted commendation while functioning in this position? (Special achievements must be documented as well as described.)

PART TWO --- LEARNING FROM PROFESSIONAL TRAINING EXPERIENCES

Instructions: Use the front and back of this page to describe each single training experience (class) that resulted in learning directly applicable to the performance of professional tasks within the communications industries. All related documentation should be placed in your portfolio immediately behind this page. Begin with your most recent training experience and work your way back in time. Use as many sheets as you need. Do not include secondary school coursework.

Title of Class or Session:

School/Organization Providing the Training:

Dates of Training (month/year)

From: To:

In-Class Clock Hours:

Brief description of the course and its major units (in your own words):

Describe the amount and type of course preparation required OUTSIDE of class:

What were the prerequisites for admission to this course?

By what means was your performance evaluated --- and how frequently?

In the space below, discuss in your own words the specific knowledge and competencies you gained from this training experience. DO NOT just repeat the offering organization's course description!

PART THREE --- LEARNING FROM HOBBIES AND OTHER LIFE EXPERIENCES

Instructions: Complete this part if you have attained college-level competencies from activities outside of conventional work and training experiences --- such as hobbies, travel, and community/social service endeavors. All related documentation should be placed in your portfolio immediately behind this page. Begin with the most recent experience and work your way back in time. Use as many sheets as necessary, but remember ---each experience described should have resulted in the acquisition of knowledge and competencies directly applicable to your career as a communications professional.

Activity Title/Brief Description:

Dates of Activity (month, year)

From: To:

Organization (if applicable):

Approximate hours per month spent on this activity during the specified period:

What tasks did you complete during your participation in this activity?

What was your primary responsibility or focus during you participation in this activity?

Describe the activity in detail:

What specifically did you learn? And what is the relevance of this learning to your anticipated career as a communications professional?

ADDITIONAL CONSIDERATIONS AND INSTRUCTIONS
(Do NOT include this sheet in your completed portfolio)

Work Experiences

Learning from a work experience differs in nature and kind from learning acquired in a class/training experience. For example, classroom learning is much more focused and concentrated than "real life." In a work experience, you must isolate what is important. Different people often learn/emphasize substantially different things from the "same" job. There seldom is an instructor-figure to distill and organize the experience to make the learning uniform in topic and depth. Consequently, it usually takes longer to acquire a competency through a work experience than it does through a training experience. And the competencies attained by two persons in similar positions may be radically different. In short, describe and detail what you learned --- not what someone else may have learned from the same job.

Training Experiences

Similarly, course outlines and objectives set forth instructor/institutional goals for a class. They seldom correspond exactly to what an individual student learns from that class. Thus, be certain to isolate what you personally achieved from this training rather than what a course bulletin or syllabus indicates you should have achieved.

Hobbies and Other Life Experiences

Sometimes a hobby or community service activity can result in competency attainment that is directly relevant to your career. For example, you might learn the rudiments of facility management by scheduling ice time for the teams in your youth hockey league. You might acquire principles of budgeting and/or accounting as treasurer of a club or sorority. Or perhaps you've attained the ability to select and edit commercial music beds as a byproduct of piano study or playing in a band. Do not overlook sources of learning outside the obvious situations of the workplace and college classroom.

Documentation

For all three categories of learning experiences, you must provide tangible evidence of your participation and level of

attainment in each activity. Documentation typically consists of such items as the following:

WORK EXPERIENCES

Performance evaluations by your supervisor; official job descriptions; awards; letters of commendation/congratulation for high performance; evidence of promotion; samples/excerpts of work produced; evidence of suggestions adopted or special projects/innovations that you organized or created.

TRAINING EXPERIENCES

Course descriptions, syllabi, outlines; official transcripts/reports of grades received; samples of assignments you completed; written instructor comments on your work; licenses or certificates earned; written evidence of class preparation required; official statement of qualifications necessary for admittance to the class.

HOBBIES AND OTHER LIFE EXPERIENCES

Copies of publications, writings or drawings; newspaper articles describing your proficiency or contribution; letters confirming your participation with service organizations; commendations, recognitions, and awards received; photos of items you built/created together with certifications that the item pictured was your work.

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In Summary

A well-structured portfolio constitutes a detailed assessment of your competencies and achievements. It is not a pile of random observations or claims. Instead, it serves as an integrated and documented album of the knowledge and skills that you are ready to bring to bear in taking your place as a successful communications professional. The conscientiously prepared portfolio not only showcases your competencies to others, but also functions as a <u>personal</u> reminder/reassurance of what you have already accomplished.
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